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ABSTRACT

This guide is intended to aid secondary school administrators in planning a domestic student exchange program. Much of the information presented comes from responses to questionnaires completed by schools with successful domestic exchange programs. Among other things, the questionnaire asked schools to describe their best and worst exchanges, the programs they offer to visiting students, the responsibilities they require of parents and students, and how they raise money for the program. The guide makes suggestions and points out procedures that have worked for exchange programs in the hope that each school will select the ideas that suit its needs and then build upon them. It is organized into three brief chapters that focus in turn on the rationale for a domestic exchange program, preplanning the program, and planning the actual exchange. The appendix contains sample forms that may be useful in planning and implementing an exchange program. (Author/JG)

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Domestic Student Exchange Programs

A New Adventure

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NASSP

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

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The NASSP Domestic Student Exchange Program

The primary role of NASSP in the exchange will be to link your school with another secondary school in the United States. Each application will be carefully reviewed by NASSP in order to establish the best exchange possible for your community.

NASSP provides insurance for schools during the exchange visits. Details concerning the insurance coverage are sent to participating schools after their applications have been reviewed and accepted. Schools also receive guidelines and suggestions for administering an exchange program. Included are suggestions for fund-raising, a roster for students involved in the exchange, suggestions for materials to be studied prior to the exchange, ideas on how to host the program, and what to bring on a visit to another community.

Although NASSP provides ideas and guidelines for the exchange, participating schools must work out all details and specific procedures with their link school.

NASSP requires that each school submit a written evaluation of its exchange within six weeks after the conclusion of the exchange. Program expenses, primarily transportation, spending money, and entertainment for guests, are the responsibility of the participating schools.

A sample application for the NASSP Domestic Student Exchange Program appears in the appendix.

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Foreword

This guide has been prepared to assist you in planning a domestic student exchange program that will be educationally and personally rewarding to students in your school.

The information comes from questionnaires completed by schools with successful exchange programs and from the author's own experiences. The questionnaire asked schools to describe their best and worst exchanges, the programs they offer to visiting students, the responsibilities they require of parents and students, how they raise money for the program, and more.

Although it is based on extensive research, this guide is not a "prescription" for domestic exchanges. The details of any exchange must be worked out between participating schools, so each exchange will be different. The guide makes suggestions and points out procedures that have worked for exchange programs—in the hopes that each school will select the ideas that suit its needs and then build upon them. The guide also includes sample forms that will be useful in exchange programs.

If your own experiences with a domestic student exchange have led you to solutions to problems, sources of inspiration, or useful techniques, please submit a brief description in writing to the NASSP Office of Student Activities. We would like to share them with others in building the most effective programs possible.

Owen B. Kiernan
NASSP Executive Secretary

Part 1:

Why a Domestic Student Exchange?

The United States is a gold mine;
most of us just don't take the time to dig.

What Is a Domestic Student Exchange Program?

High school students visit a high school in another part of the United States or another part of their own state. They live in the homes of host students, attend classes, participate in school and community activities, learn about another way of life, and tour museums and other points of interest. The visit usually lasts for at least one week in each community.

What's in It for Your School?

Domestic exchange programs have become popular school programs in many communities. Schools can benefit from an exchange program that is well-planned and carefully implemented. The material in this book can be adapted to each school's needs and can help in planning a rewarding experience.

A school in a rural community could plan an exchange with a school in a large city. The city students would attend a consolidated school and live with a rural family. A suburban school could exchange with a city high school nearby. A Pennsylvania school might exchange with a seacoast town in Maine. A domestic exchange program can take students to the Rocky Mountains, the early Indian dwellings of the Southwest, or the home of a family of another race or religion. It's an opportunity to find out what students in another state think about race relations and pollution, or to visit a famous art museum.

The possibilities are unlimited, not only for students' personal experiences, but also for creating understanding among people who are different from each other.

Reviewing some of the many benefits and objectives of a domestic exchange program may help in planning a program. Through an exchange program, students can:

- study life and customs in different schools and communities
- discover how other schools solve their problems and how other forms of student representation work

- learn to live with other people in a new situation
- develop a better understanding of other people
- learn how to get along with others
- increase understanding and tolerance of the diversified personalities, beliefs, and ideals of our nation's citizens
- develop social graces through service to others
- increase understanding and appreciation of economic and social differences among communities, leading to respect for such differences
- develop a better realization of the close associations that the people of the United States can have with each other
- gain a better knowledge of their own community
- work with other students to develop and organize a portion of their own educational experience
- develop leadership qualities
- integrate school and home activities
- share the school and community with others.

Personal Rewards of an Exchange Program

The domestic exchange program can be one of the most rewarding experiences a student will have in high school. In many cases it gives him his first opportunity to get fully involved in a school activity; for some, it may be the first opportunity to travel.

Lasting friendships may develop through correspondence and later visits. Families may even become friends and visit each other on vacations. After graduation some students may consider the exchange area for a job or education. The rewards will vary from student to student, but all will receive something of value that will be worth the hard work involved.

Part 2:
Pre-Planning

Organization of the exchange could be handled by a domestic exchange club. The appendix of this book includes a model constitution for such a club.

If the student council takes on this project, it may have to neglect some of its other responsibilities. A separate domestic exchange club would deal only with the exchange and would offer a new opportunity for student involvement in your school. However, the student council can help to establish an exchange club and provide support as it gets started. The club should have an adviser who has the time and interest to work with students on the extensive plans that an exchange requires.

Selecting Advisers

An exchange program adviser should like young people and share their interest in an exchange. The adviser should be able to organize complex projects and be willing to spend time outside of school hours to make the exchange a success.

Here are some tips for selecting an adviser:

- The adviser should desire the responsibility that goes with the job.
- The selection should be approved by the principal or the activities director.
- There may be a need for both a male and a female adviser—perhaps a faculty member, a counselor, or administrator and spouse or community members or parents. However, one of the advisers should be a member of the school staff.
- If the adviser is a classroom teacher, the school district should provide a substitute for the days the teacher will be at the exchange school.
- The adviser should have at least one year of experience in the school so that he/she will be familiar with its students and educational philosophy.
- The adviser should encourage student participation throughout the exchange.
- At least one adviser should rotate each year, since one exchange program will be in progress while plans for the following year's program are being made.

Personal qualities that are assets to an exchange adviser are:

- an enthusiastic personality and a sense of humor
- energy, imagination, and resourcefulness
- sound judgment in relations with adults and students and the ability to communicate with both
- a cooperative attitude in associations with administration, faculty, and community
- administrative, executive, and business ability
- objectivity in personal views while working with students and parents
- frankness and willingness to acknowledge errors
- calmness under stress
- the ability and willingness to express appreciation
- sufficient resourcefulness and tactfulness to offer suggestions in a constructive manner
- insight into recognizing problems before they occur
- fairness in judgment of outcomes, procedures, and personal relatio :s
- patience in working with students
- flexibility in new and varied situations.

Exchange Adviser Responsibilities

The responsibilities of the adviser should be spelled out. Some of them are to:

- be present at all meetings and activities of the organization
- see that all policies and procedures established for the school and the organization are observed
- insist that students assume responsibility for the organization
- encourage a sense of order and loyalty
- follow up after each meeting to see that students are carrying out their assignments
- ensure that the constitution and bylaws of the organization are carried out in spirit as well as form
- train officers to carry out their duties
- ensure that rights of individual students are respected
- be the chief advocate of the organization
- keep faculty, administration, and parents adequately informed of the organization's program

- work with officers in controlling all fund-raising activities and financial responsibilities of the organization
- accompany members on the exchange trip and all exchange-related activities
- help students to research, compare, and select travel arrangements
- work closely with students in planning activities for exchange week
- prepare students in advance concerning their expectations and the features of the region to be visited.

After the adviser is selected, he must develop an awareness of situations that may arise during the exchange and how to handle them. Here are some situations to look for:

- raising enough money to meet the budget
- students' dissatisfaction in host homes
- inadequate planning by the exchange school
- insufficient follow-through on responsibilities assigned to students
- procedure for replacing students who drop out
- drinking or drug abuses on the trip
- health problems or injuries on the trip
- bad weather that interferes with plans
- lateness for departure or planned exchange activities
- enforcing school rules while on the exchange
- keeping records of where students are staying on the exchange
- lost or missing students on a tour or in a subway
- students riding in or driving other people's cars while on the exchange
- state or school district policies on taking students out of the state.

The Constitution

Like many other organizations, an exchange club needs a written constitution that describes its purposes and principles. The constitution generally states the name of the organization, outlines its general purposes, describes the exchange program in general, lists the membership selection procedures and qualifications, and outlines the advisers responsibilities and the general procedures of the organization.

The constitution should also outline the responsibilities of members and officers, the conduct of meetings, parent responsibilities, and finances. It should be written in general terms that can be understood by everyone. Sentences and articles should be brief, simple

and clear. Only those items that will help the organization to accomplish its purposes should be included. The appendix includes a sample constitution.

Selecting an Exchange School

The Domestic Student Exchange Program, sponsored by the National Association of Secondary School Principals (NASSP), can provide the name of a school that would like an exchange in your area. For more information write the NASSP Office of Student Activities, 1904 Association Drive, Reston, Va. 22091.

The group should discuss what type of area members would like to visit—urban, rural, or suburban—and what region of the country they prefer. For example, a midwestern school in a rural area might want to visit an urban area school in its own region rather than travel farther at greater expense. Or, the group might decide on an urban school in some other part of the country.

A large part of the success of an exchange program depends on the school that is selected. If possible, the first exchange experience should be with a school that already has an established program.

Before your group makes a selection, the following factors should be considered:

- costs for travel, side trips en route, etc.
- educational opportunities available in or near the community to be visited
- number of students that will be able to participate
- nearest transportation center
- population—urban, suburban, rural
- school enrollment and type of school—public, private, coeducational, all male, or all female
- similarities and differences of school and community
- curriculum and student activities of the school to be visited.

Before the final decision to hold an exchange is made, both schools should share some of the following materials concerning their school and community:

- any school district literature that describes the school system and the community
- maps of city and state with a list of educational and entertainment opportunities in or near the community
- school yearbooks
- school newspapers
- student handbooks
- course description books
- student exchange club constitutions
- a slide show on the school
- fact sheets on the state and community.
- student council constitutions.

Following the agreement between two schools to develop an exchange program, it is very important to maintain regular communication about the implementation and progress of plans at both schools. It can be very disappointing if one school is well-organized and the other does not follow through; if each school's financial responsibility is not clear; or if a 7:00 p.m. banquet is scheduled on the night your guests must board a plane at 8:00 p.m.

Selecting Students for an Exchange

Most exchange groups number between 15 and 30 students. As far as is practical, an equal number of male and female students should be selected if co-educational schools are involved. Before selection, the exact number of students should be agreed to by the participating schools. A group of 30 students may have a better chance at group transportation rates than a smaller group, although group rates may be arranged for as few as 15 people.

After the initial exchange publicity, students who are interested should fill out an application (see appendix). The selection of students can be accomplished by various methods, including a lottery or drawing from a group of qualified students or a selection committee's decision. Selection committees should include program advisers.

The students as a group should represent a cross-section of the student body's economic, racial, social, and subject-interest backgrounds. They should not be over-extended in other activities.

Some qualifications that can be used in making final selections are:

- ability and facilities to host an exchange student in his/her home
- ability to maintain his/her grade average while participating in the exchange
- a good character, pleasing personality, friendliness, responsibility, and citizenship
- enrollment at the school for at least a full year before the exchange
- ability to adjust to new environments and people of different cultures
- cooperative attitude and leadership abilities
- ability to carry out responsibility.

A list of alternate participants should also be prepared. Each school should decide whether the alternates should participate in the exchange activities before they are assured of a place on the trip.

As soon after selection as possible, a meeting of the students selected, the alternates, and their parents should be held to discuss students' and parents' responsibilities, selection procedures, plans that have already been developed, fund-raising activities, costs, methods of financing the trip, and the purposes and objectives of the exchange program. The group should also consider procedures to be used to replace members who drop out or have to be replaced for other reasons, and any other matters that they feel are important at that time.

Matching Students

Probably the most difficult part of an exchange program is the matching of students so that a friendly, harmonious relationship can develop during the exchange. Without care in selecting exchange partners, the whole value of the exchange for students and their parents can be damaged. *Be prepared to make changes* if the students have been mismatched.

It is desirable to match the students as soon after selection as possible to allow them to correspond with each other and become somewhat acquainted before they actually meet. Students who are close friends should be matched with exchange students who are friends whenever possible.

One school may do the matching, or both may share the responsibility. Sometimes one school will match males and the other females. In all cases, this responsibility should be clearly spelled out to the satisfaction of both schools.

The actual matching is based on information recorded on the applications (see Appendix) and on reports received from the exchange advisers. In most cases, the application as filled out by the student, along with the adviser's written comments or tape-recorded observations, should be sent to the school that is doing the matching.

Factors that should be considered in the matching process are:

- size of family
- religious preference
- school activities
- hobbies and talents
- educational interests
- personalities
- family interests
- future vocational plans.

In some cases, the matching of students is done entirely by the advisers. At the other extreme, students read the applications and list their personal choices from one to six. Then the advisers match them as close to their first choice as possible. Often, the best matches are football player with football player, cheerleader with cheerleader, student council member with student council member, music student with music student, etc.

Involving Parents

It is essential that the exchange students' parents be closely involved in the exchange organization. They should be kept informed of all plans and their son or daughter's responsibilities. There should be one or more meetings to discuss the role of a host family. Also, parents can be a great help when planning fund-raising activities.

Part 3:
Planning the Exchange

Plan for every possible slip-up in a project—then plan for one more.

Organizing Committees

At the first meeting, officers should be elected—president, vice president, secretary, and treasurer. Tasks should be listed and committees selected to be responsible for them. Some committees that may be helpful are:

Fund-raising and budget committee. The treasurer of the exchange group should chair this committee, which will work with other committees and the advisers to plan the budget and develop fund-raising activities. Carrying out fund-raising activities is the responsibility of the whole organization, not just this committee.

Rules committee. This committee develops a code of behavior and specific rules to be followed by all members on the exchange. The rules should be approved by a majority of the membership.

Activities committee. This committee plans the schedule for the week that the exchange school is visiting your school.

Gift and information packet committee. This committee arranges for a gift to the host students and their families and prepares a packet of material to be given to the exchange students when they visit your school. Examples of material that could be included in the packet are:

- pens or pencils obtained from local businesses
- constitutions of student council and exchange club
- special folders on tourist attractions—ski areas, museums, amusement parks, etc.
- name tags and temporary school identification cards, lunch passes, school activity passes
- address list of all exchange students and advisers
- student handbook
- tourist maps of community and state

- student newspapers
- student registration guide
- fact sheets on community and school district
- booster buttons and ribbons
- weekly itinerary
- sports programs.

Travel committee. This committee works with the advisers to arrange travel and develop an itinerary for the exchange trip. Members write various visitors' bureaus for information on educational and entertainment opportunities that could be included en route to and from the exchange school. Side trips can be a very important part of the exchange program.

Student matching and correspondence committee. This committee helps the adviser match students; prepares an address list of students and their exchange partners; encourages correspondence between exchange students; sends issues of school newspapers to the exchange school; develops a fact sheet to be sent to exchange students concerning clothing needs and weather expectations; and prepares a letter of thanks to the host school after the exchange.

Executive committee. This committee, consisting of the president, vice president, secretary, treasurer, and advisers, is in charge of seeing that the total program is well organized and that plans are implemented. It also makes decisions concerning involuntary termination of membership.

Publicity committee. This committee is responsible for all press releases to local newspapers and radio and television stations. Also, they develop publicity for the group's fund-raising activities and for coverage of the exchange students' visit.

Evaluation committee. This committee develops a method of evaluating the program and suggests improvements in future programs.

All officers and committee chairpersons should meet regularly with their advisers. Each committee should determine how often it will meet and should develop a procedure for calling meetings if a special need arises. The total membership should meet at least once every two weeks to review progress and vote on plans; and the activities, times, places, and interval of the meetings should be discussed and voted on by the total membership. All members should be expected to attend all meetings, as each will have responsibilities that are essential to the program.

Fund-Raising Activities

Fund-raising activities are necessary to meet the expenses for hosting the exchange school and for adviser expenses (unless the school district pays them). Some expenses to be aware of are:

- buses for transporting exchange students while they are visiting
- special meals or entertainment for the visitors
- advisers' transportation expenses, lodging, and meals
- special gifts
- postage stamps and other miscellaneous supplies.

If fund-raising activities do not meet planned expenses, students may have to pay dues. This possibility should be explained to students and their parents at the first meeting of the organization.

Successful fund-raising activities can help to pay the group's expenses and even defer some of the cost to each participant. Some fund-raising projects are:

- painting house numbers on sidewalk curbs
- operating food booths at fairs, ballgames, etc.
- selling Christmas trees
- operating vending machines in the school
- sponsoring talent or variety shows
- arranging faculty-student basketball games, donkey basketball games or a game that matches a professional team and a faculty team
- sponsoring car washes, garage sales or flea markets, carnivals, dinners, community or school raffles (if legal in the state and school district), or dances.

Most host schools pay the major expenses of the exchange students during their visit. The specific financial responsibilities must be arranged between the two schools early in the planning before budgets are drawn up.

A Guide to Student Council Projects includes many fund-raising ideas; order from NASSP Publication Sales, 1904 Association Drive, Reston, Va. 22091. Cost is $2.00 prepaid.

Planning the Exchange Week at Your School

Most exchanges last from weekend to weekend; however, travel during the week is sometimes available at reduced rates. In any case, most plans call for six to eight days in each community. It is important to have a well-planned program of educational experiences, as well as entertainment.

Students should spend enough time in the host school to have the opportunity to contribute to classes and discussions. One day could be spent attending classes with the host student and giving a class presentation. On another day, each student could visit classes of special interest. Exchange students may attend classes in the morning and participate in other planned activities in the afternoon.

The day of the exchange students' arrival should be reserved for allowing each student to get acquainted with the host family, especially during the initial week of the exchange program when the hosting and visiting students are meeting each other for the first time. During the second week of the program, when the students are already acquainted, the host school may want to plan some other kinds of activities for the first day. It is advisable not to have a formal social event, like a dance, planned for the first day, because some students may feel uncomfortable in the new situation at first.

A well-balanced program will not over-emphasize education or entertainment. Some activities that could be included are:

- an orientation program to discuss itinerary, school and community expectations, etc.

- a family pot-luck or progressive dinner with games in the gym afterwards
- visit to an amustment park; shopping trip
- home parties during the second week of the exchange; a picture party to show photos taken during the first week
- visits to museums—natural history, art, county historical society, etc.
- tours of city, industries, and colleges
- evenings at theaters, sports events, etc.
- tours of historical sites in or near the community
- a day of outdoor recreation: skiing, rock-collecting, visits to state or national parks
- high school activities such as plays, athletic events, dances, concerts
- a day at the beach, in the mountains, on a farm, etc.
- welcome and farewell assemblies; farewell breakfast
- free time for students and host family to do things together
- an evening banquet for all exchange students and hosts, with a dance afterwards
- an opportunity for visiting students to choose their own activities (perhaps from information they obtained before the exchange)
- visit to state capital building, governor's office, or mayor's office.

Two sample exchange schedules are included in the appendix.

Planning the Exchange Trip

Each school must determine which method of transportation is best for its use: airplane, charter bus, rental cars, parents' cars, train, or a combination of these. Consideration should be given to cost, time factors, flexibility in choosing side trips, length of stay, time of the week that travel is planned, and whether part of a school vacation can be used.

For any exchange that involves side trips or the use of public transportation, a travel agent is a central source for reservations and information on the lowest rates for motels, hotels, airlines, bus tours, insurance, etc. Many travel agents can get information on special group rates as well. It may be worthwhile to talk to several travel agents before deciding which one can best serve your needs. A travel agent who becomes acquainted with your program can be of help in future exchanges as well.

Preparing Students for the Trip

The exchange will be more meaningful if students know what to expect before they arrive in the host community. The group could have discussions on the social customs, climate, historical features, and geographical features of the community they will visit.

Someone in your community who has lived in the area you are going to visit could be invited to speak to the students. Also, students could do research on various areas and give reports to the group.

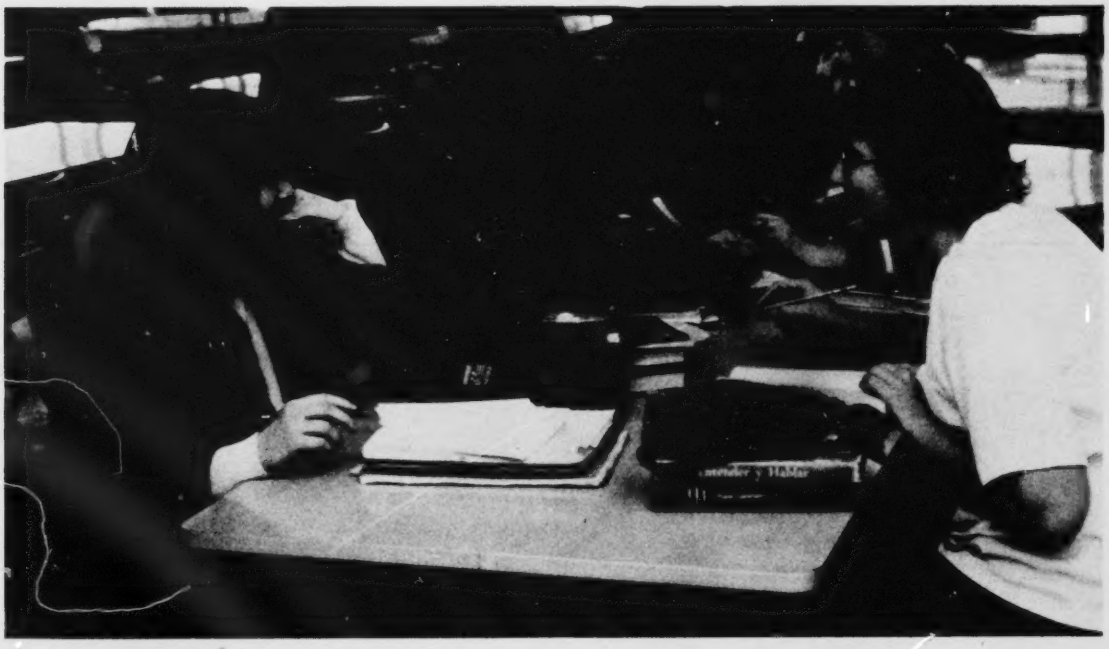
Each student in the group can prepare a classroom presentation on some aspect of your own community to be presented to classes of your host school. Arrangements should be made to ensure that each student is able to give his or her presentation at least once at the host school.

Evaluation

Careful evaluation of the exchange program is essential. Each school should develop its own evaluation program which should include the following basic principles. The evaluation should:

- be based upon the stated objectives of the group
- involve everyone concerned with the program—all parents, advisers, students, faculty, and administrators
- be comprehensive and continuous, including all aspects of the exchange
- identify both immediate and long-range problems
- be constructive.

A successful evaluation program can provide evidence of the value of an exchange program. This information may be helpful in persuading faculty, administrators, parents, and the community to support future exchange efforts.



Appendix:
Useful Forms for Planning Exchanges

Sample Calendar of Exchange Events

For the school year preceding the exchange:

February. Select advisers, publicize the exchange and get students interested, call a meeting of those interested, prepare a constitution, and select the type of community and the area to visit.

March and April. Write the NASSP Office of Student Activities, 1904 Association Drive, Reston, Va. 22091 for information on the Domestic Student Exchange Program and an application. Applications must be accompanied by the fee described in the information you will receive. Return the completed application and fee. You will then receive further information and the name of a school interested in an exchange with your area and type of school.

If you are planning your own domestic exchange, write to schools in the area and type of community you are interested in. A letter of inquiry should state the length of the proposed exchange and give a brief description of your community and school. It should also include some of the goals of your school's exchange program, briefly and simply stated. It is helpful to request a prompt reply.

During these months, your exchange club should also decide on the number of actual participants, develop selection criteria, and devise application materials and procedures.

May. Select students and alternates, match students with those at your partner school, select group officers, and form committees to carry out specific tasks.

June-August. Students should correspond with their hosts; fund-raising activities can be held during this time.

During the exchange year:

September. Set the dates for the exchange, ascertain each school's financial responsibilities, develop a budget and appropriate fund-raising activities, begin planning and confirming specific exchange activities.

October through exchange date. Continue to develop and confirm plans; keep students, parents, and others informed of changes.

Check List

Pre-Planning

____ Obtain administrative approval for exchange.

____ Select adviser(s).

____ Set up exchange club.

____ Write a constitution.

____ Develop application procedures.

____ Write to the NASSP Office of Student Activities or schools that you would like to work with.

____ Select a school for the exchange.

____ Select students; elect officers.

____ Match students.

____ Budget for the program.

____ Exchange letters with advisers and students at the exchange school.

____ Set dates for the exchange.

____ Meet with parents to explain the program.

____ Organize committees to work on the program.

____ Agree on which expenses each school will be responsible for.

Planning Before Exchange Students Arrive

____ Develop an address list of all students and partners.

____ Develop a budget for organization.

____ Conduct fund-raising activities.

____ List parents' responsibilities as host families.

____ List students' responsibilities as host students.

____ Develop an itinerary of activities for exchange week and plan each activity.

____ Develop a packet of orientation materials.

____ Prepare press releases for school newsletter, newspapers, local papers, and radio and television stations.

____ Develop an evaluation plan.

____ Meet with parents to discuss plans and responsibilities.

Planning Before Exchange Trip

____ Work with a travel agent to plan travel and side trips.

____ Collect health records; check on insurance.

____ Collect power of attorney or parent's release for medical and accident treatment.

____ Develop rules of behavior for the trip.

____ Collect money for transportation, etc.

____ Write for tourist information.

____ Prepare students for the trip.

____ Have students develop class presentations on home community.

____ Pre-arrange absences and make up school work in advance.

____ Purchase gifts for host students and families.

____ Meet with parents to discuss plans.

After the Exchange

____ Write letter of thanks to host school.

____ Review evaluation.

____ Start or continue planning for next year's exchange.

Student Application for Domestic Exchange Club

Note: The information on this application will be used for domestic exchange program purposes only.

Name _____

Address _____

Phone _____ Age_____ Grade_____ Attach photo

Family religious preference (optional) _____

Names of parent(s) or guardian(s) _____

Number and ages of brothers _____ of sisters _____

Approximate grade average (circle one) A B C D

School activities (clubs, athletics, student council) _____

_____

School offices and responsibilities _____

_____

Community activities (church, Scouts, 4-H, etc.) _____

_____

Honors and awards (school and community) _____

_____

Hobbies and talents _____

_____

Educational interests _____

_____

Tentative plans after high school _____

_____

Family interests (as a group)_____

_____

Describe your family._____

_____

Additional Information

1. State briefly why you wish to participate in this program and how you expect to benefit from it.
2. Write a brief description of your personality and interests to be used in matching you with a host student and family.

- - - -

Sample Bylaws for a Domestic Exchange Club

Article I: Name

The name of this organization shall be the _____Exchange Club.

Article II: Affiliation

Section 1: This organization is a part of the activities program of_____High School and shall operate within the policies of its student council and administration.

Section 2: Any provisions within this constitution and bylaws that are in conflict with current policy or regulations of _____High School shall be superseded by such policy or regulations.

Article III: Purpose

The purpose of this organization shall be to provide an opportunity for students to visit a community different from their own and participate in an intensive educational experience for two weeks. The program will enable participants to increase their understanding and tolerance of the diverse personalities, beliefs, and ideals of our world. The program will also enable participants to learn about alternative decision-making processes and alternative forms of student government.

Article IV: Exchange Program

Section 1: The exchanging organizations shall be composed of an approximately equal number of members and shall have members of the same general age group.

Section 2: The adviser of this organization shall be responsible for selecting the participating exchange organization and coordinating exchange plans and events.

Section 3: The members of this organization shall be paired, as closely as possible, with a member of the participating exchange on the basis of sex, hobbies, and personal interests.

Section 4: During the exchange program, the paired members of each organization will reside in each other's homes. Any problems arising between exchange partners should be brought to the attention of the supervising advisers of both organizations.

Section 5: The exchange program shall be two calendar weeks in length; with each organization visiting the other's school and community for one week. The exact dates shall be determined annually.

Section 6: All members of this organization shall be transported to and from the exchange trip via the transportation acquired by the organization.

Article V: Membership

Section 1: As nearly as possible, the membership shall consist of an equal number of male and female students.

Section 2: The membership of this organization shall be composed of _____ (number) students.

Section 3: Membership in this organization shall be acquired through application and selection. Upon a vacancy, a new member shall be selected from previous applications.

Section 4: Selection of members shall be supervised and coordinated by the current primary adviser of this organization.

Section 5: The primary adviser and the school administration reserve the right to reject any application for membership on the basis of citizenship factors.

Section 6: Involuntary termination of a student's membership in this organization shall be a collective decision of the executive committee, primary adviser, and activities director.

Section 7: Voluntary termination of membership in this organization shall require a written notice of termination signed by both the member and his/her parents. A copy of the written notice must be presented to the activities director and the primary adviser of this organization before termination will be recognized. This notice must be received no later than one month prior to exchange activity.

Article VI: Advisers

Section 1: This organization shall have at least one faculty adviser.

Section 2: It is the adviser's responsibility to provide over-all supervision, advice, and coordination for the organization.

Section 3: The adviser of this organization shall be present at all general business meetings of the organization.

Section 4: Within the bounds of _____ High School policy and regulations, the adviser of this organization shall have control of this organization.

Section 5: The adviser, along with the executive committee, shall control all financial responsibilities of this organization.

Article VII: Chaperones

Section 1: The chaperones of this organization shall consist of one male and one female; at least one must be a faculty member.

Section 2: The chaperones of this organization shall be selected and assigned by the club and approved by the administration.

Section 3: Expenses for basic room and board incurred by the chaperones during the exchange trip shall be paid by this organization's treasury.

Section 4: The chaperones of this organization shall accompany its members on the exchange trip and on all school-related activities connected with the exchange.

Section 5: It is the responsibility of the chaperones of this organization to provide for the comfort and entertainment of the visiting exchange's chaperones. Room and board shall be provided only upon request. Expenses incidental to the basic provisions shall be paid for by the treasury of this organization.

Article VIII: Power of Attorney

Section 1: The parents of this organization's members shall be requested to sign a limited power of attorney for first-aid medical treatment of their child during the exchange program.

Section 2: If medical treatment is required for any of this organization's members during the exchange program, the parents of the member being treated shall be notified by the chaperones as soon as possible.

Article IX: Government

Section 1: The members of this organization, from its membership, shall elect a president, vice president, secretary, and treasurer. These members shall be the executive committee of the organization.

Section 2: The members of the executive committee shall work with the adviser and chaperones to help organize the activities of this organization.

Section 3: The president shall preside over all general membership meetings in the organization and be an ex-officio member of all committees.

Section 4: The vice president shall preside over general membership meetings in the absence of the president and shall be an ex-officio member of all committees.

Section 5: The secretary shall be responsible for the taking, or acquiring, of minutes of all meetings of this organization and shall be an ex-officio member of all committees.

Section 6: The treasurer shall be responsible for all financial transactions of this organization and shall be an ex-officio member of all committees; the treasurer is also responsible for keeping individual records of the earnings of the members of this organization.

Article X: Meetings

Section 1: The time and place of general membership meetings shall be determined by a majority vote of the members of this organization.

Section 2: The committees of this organization shall meet as often as is necessary to successfully carry out their responsibilities.

Section 3: The election of officers and selection of committee members and chairmen shall be held by the end of May each year.

Section 4: Attendance is mandatory at general membership meetings of this organization. Absence for two or more general membership meetings, without prior permission of the president and adviser, shall constitute grounds for possible termination of membership.

Article XI: Codes

Section 1: If a member behaves in an unlawful or unethical manner while a part of this organization, he/she shall be subject to the appropriate penalties or consequences as decided by local governing bodies.

Section 2: The members of this organization are ambassadors of _____High School and the community of _____. This fact should be reflected in their actions as members of this organization.

Article XII: Parent Responsibilities

Section 1: The parents of members shall be responsible for providing basic room and board for their son or daughter's exchange partner during the exchange program.

Section 2: The parents of the organization's members are responsible for providing adequate adult supervision for all evening and weekend activities.

Section 3: The parents of members are responsible for determining and enforcing a reasonable curfew for their son or daughter and his/her exchange partner during the exchange program.

Article XIII: Member Responsibilities

Section 1: It shall be the responsibility of each member of this organization to do his/her equal share of raising a sufficient amount of money to cover the budget of this organization.

Section 2: It shall be the responsibility of each member to adhere to all provisions of this document or bear the consequences outlined herein.

Article XIV: Finances

Section 1: All finances and records thereof shall be handled by the treasurer of this organization.

Section 2: This organization shall be financially self-sustaining; all finances necessary for a successful exchange program shall be raised and expended by this organization. The funds necessary to cover all expenses shall be raised through the organization.

Article XV: Authority to Bind

No member of this organization shall contract for or otherwise incur any debt, enter into any agreement, or otherwise obligate this organization except by authorization of the executive committee and/or adviser.

Parent's Agreement and Power of Attorney

Note: The adviser should carry this document on the exchange trip.

I am willing for the below-named exchange student to participate in the exchange program.

I am willing to carry health and accident insurance for this exchange student while he is at the destination and traveling to and from same.

I will not hold the school or any sponsor or adviser liable for any misfortune or accidents that occur on the trip, including the period spent at the destination.

I am willing to accept the decisions of the sponsors as to the mode of transportation and the handling of emergencies.

Power of Attorney

I hereby authorize and empower _____ (Adviser), _____ (Host Family) both or either of them, to secure necessary and required medical aid for the below-named exchange student from _____ departure to return to _____. Further, if an emergency should arise necessitating surgery by reason of illness of the exchange student, or accident, the said _____ (Adviser/Host Family), both or either of them, may execute any medical or hospital authorization for and in my behalf as if I were personally present.

It is agreed and understood that prior to exercising the above power of attorney in the event of an emergency, the above named attorney or attorneys therefore shall make every effort to contact the parent or guardian for oral approval or disapproval.

_____ Name of Exchange Student Participant

_____ Signature of Legal Guardian

_____ Signature of Father

_____ Signature of Mother

Delegate Health Examination Record

DIRECTIONS: Please have your personal physician complete and sign this form. This form *must* be presented to the director of the program during registration.

Name: _____ Age:_____ Sex:_____
Last First

Home Address: _____
Number Street City State Zip

Home Phone: Area Code_____ Number _____ Emergency phone_____

CHECK AND DATE PAST ILLNESSES:

Frequent sore throats _____
Frequent "colds" _____
Rheumatic fever_____
Stomach upsets _____
Kidney trouble _____
Heart trouble _____
Diabetes _____
Convulsions _____
Tuberculosis _____
Allergies (explain) _____

CHECK AND DATE DISEASES:

Chickenpox _____
Measles _____
Mumps _____
Scarlet Fever _____
Polio _____

Should delegate be restricted from any type of recreational activity? ____No ____Yes

If yes, please explain _____

Is delegate under any medical or dietary treatment that should be continued while on the exchange? Yes____ No____ If yes, explain_____

PHYSICAL EXAMINATION (Code: V—if satisfactory; W—if needs watching)

General Condition	V or W	Physician's Comments	Exchange Health Record
Skin			
Throat			
Heart			
Lungs			
Abdomen (Hernia)			
Other			

Physician's recommendations: _____

Date_____ Signature of physician _____

Resident nurse's recommendations: _____

I here give my approval for emergency medical treatment if deemed necessary.

Parent's signature _____ Date _____

Parent Agreement

Note: Keep this agreement in the school files.

1. I agree to give the advisers and principal complete authority to set up regulations and maintain discipline for the group.
2. During the visit of the exchange students, I agree to cooperate with the advisers in curtailing social activities other than those scheduled for the group.
3. I am willing to provide cordial accommodations for a participant from the exchange school.
4. I am willing to carry health and accident insurance for my son/daughter while he/she is on the exchange.
5. I agree that voluntary withdrawal from the exchange must take place at least thirty days prior to the proposed departure date, except in the case of extreme emergency.
6. I will assist my son/daughter and exchange student, whenever possible, in adhering to all school rules and obligations related to the exchange program.
7. I hereby authorize the advisers to secure necessary medical aid for my son/daughter while on the exchange trip.
8. I will not hold the school or any adviser liable for any misfortune or accident that may occur on the trip.
9. I am willing to accept the decision of the school and the advisers with regard to disposition of any emergency.
10. I am not aware of any circumstances that would prevent us from fulfilling our exchange program responsibilities on the dates stipulated for the exchange trip.
11. I agree to accept the mode of transportation selected by the advisers.
12. I have read, understood, and accepted the bylaws of this organization; I understand that they will govern its activities.
13. I am willing to have my son/daughter, if selected, be a member of _____ High School Domestic Exchange Program.

_____
Signature of Father

_____
Signature of Mother

_____ _____
Date Signature of Legal Guardian

Student Agreement

1. I understand that this is a school-sponsored activity and that all rules and regulations of _____ High School must and will be upheld.
2. I am willing to uphold all rules established by the exchange school and the host parents.
3. As far as practical, I will complete all school work for the week of absence before departure.
4. I am willing to accept my home assignment at the host school.
5. I am willing to support the fund-raising activities of the exchange program.
6. I am willing to provide a welcome and a home for a participant from the exchange school.
7. I am willing to do intensive outside study and research in preparing a classroom presentation on one aspect of my community to be given at the exchange school.
8. I am willing and will be able to pay for my travel expenses and other personal expenses involved with the exchange.
9. I will volunteer and assume responsibility for my full share of all club work and activities.
10. I am willing to attend all meetings of the exchange program organization.
11. I will correspond regularly with my exchange partner.
12. While on the exchange, I will behave in a manner that is becoming to a representative of _____ High School.
13. I have read, understood, and am willing to accept the constitution and bylaws as the governing policy of the _____ High School Student Domestic Exchange Program.

_____
Student's Signature

_____ _____
Date Parent's Signature

Sample Itinerary I

Sunday
3:00 p.m.—Pick up exchange students at school; Sunday evening with family

Monday
8:00-9:00 a.m.—Orientation tour of school
9:00-9:30 a.m.—Welcoming assembly
9:30-3:30 p.m.—Class visitation
7:30 p.m.—Picture party at student home

Tuesday, all day
A trip to a city; visits to museum and historical sites

Wednesday
8:00 a.m.-12:00 p.m.—Class visitations
12:00-10:00 p.m.—Visit amusement park and other local points of interest.

Thursday, all day
A day for swimming, skiing, or other recreation.

Friday, all day
A day left open to accommodate any activity that guests choose.

Saturday, all day
Shopping and a day with the family
7:30 p.m.—Farewell banquet with host families; dance to follow.

Sunday
12:00 p.m.—Meet at airport

Sample Itinerary II

Sunday

3:00 p.m.—Exchange students arrive at _____ High School; Sunday evening with host family

Monday

8:00-9:00 a.m.—Orientation; tour of school
9:00-9:30 a.m.—Welcoming assembly
9:30-3:30 p.m.—Class visitation; give scheduled class presentations
6:30-10:00 p.m.—Family potluck dinner in cafeteria; games to follow in gym

Tuesday

7:00 a.m.-6:00 p.m.—A day in the mountains; skiing, tubing, snowshoeing, etc.

Wednesday

8:00 a.m.-12:00 p.m.—Class visitation; give scheduled class presentations
1:00-4:00 p.m.—Tour of vocational school and local industry
7:30-10:00 p.m.—Picture party at student home

Thursday

8:00 a.m.-4:00 p.m.—Tour of downtown attractions; city park or museum, lunch downtown, art museum, state capital
7:30 p.m.—Professional play or sports event

Friday

7:00 a.m.-5:00 p.m.—Tour of surrounding area or another part of the state and colleges
7:00 p.m.—School activity: dance, sports event, play, etc.

Saturday

Leave open for day with family, shopping, etc.
7:30 p.m.—Farewell party at students' homes

Sunday

8:30 a.m.—Breakfast together, meet at airport

NASSP Domestic Student Exchange School Application Form

(Please Type)

Name of School _____

School Address _____

City/State/Zip _____

Phone _____

Type of School: ____Public ____Private Religious Affiliation _____
____Coed ____Girls ____Boys Grades included _____

Type of Accreditation: _____

School Enrollment _____

Previous school or teacher-organized exchange experiences. (Please include examples such as American Field Service students, school tours, etc. Do not use abbreviations.)

_____

_____

_____

Special curricular and extracurricular programs available. (Please explain briefly if name of activity is not self-explanatory.)

_____

_____

_____

Indicate what programs would be offered to visiting students. Attach additional sheets if necessary. (Include educational objectives, curriculum, specific activities.)

_____

_____

_____

_____

Note: The program fee must accompany this application. For information, write the NASSP Office of Student Activities, 1904 Association Drive, Reston, Va. 22091.

Please explain how the experiences of participating students in the program might be utilized upon their return.

_____

_____

_____

_____

Name of community _____

Nearest transportation center (indicate type and distance from school) _____

_____

Population_____ ____Urban ____Suburban ____Rural

Special features of community and area _____

_____

_____

_____

Who will coordinate the program for your school?

Name _____ Position _____

School phone_____ Home phone _____

Briefly describe the coordinator's qualifications. _____

_____

_____

Signature of school principal signifying official school approval for participation in the Domestic Student Exchange:

_____
Signature

_____ _____
Name Date

Return to: National Association of Secondary School Principals
Office of Student Activities
1904 Association Drive
Reston, Virginia 22091

Domestic Student Exchange

Please complete this information sheet as part of your application:

1. Attached is the school application form from _____

   school located in_____, _____.

2. We prefer to be linked with an ____urban ____suburban ____rural school

   located in the ____Northeast ____South ____Midwest ____Southwest

   ____Northwest

3. Month in which exchange is preferred_____.

   Month in which you would like to host the exchange_____ _____.

4. The Board of Education is supportive of our school's application. ____YES

5. We would like to know how your school plans to finance the program. Please check any of the following which apply.

   ____students and parents
   ____board of education grant
   ____school activities fund
   ____local contributions: industry, service clubs, etc.
   ____fund-raising
   ____Other ____ _____

6. Signature of principal endorsing school participation in the Domestic Student Exchange:

_____
Signature

_____ _____
Name Date

Acknowledgments

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Office of Student Activities

nassp fact sheet

Structure

The 35,000-member National Association of Secondary School Principals, with headquarters near Washington, D.C., includes an Office of Student Activities. The The Office of Student Activities administers four non-profit organizations that serve students in secondary schools:

- National Association of Student Councils (NASC)
- National Association of Student Activity Advisers (NASAA)
- National Honor Society (NHS)
- National Junior Honor Society (NJHS)

Its services include publications, leadership training programs, a resource center, and consultation for member schools.

Membership

Membership in NASC/NASAA or the Honor Societies is open to any accredited secondary school. Our members are more than 22,000 Honor and Junior Honor Society chapters and more than 7,000 student councils and council advisers.

Objectives

The NASSP Office of Student Activities was established to develop and administer programs that would enrich students' lives academically and socially through leadership development. The Office of Student Activities:

- promotes responsible student involvement in education
- serves as a student advocate by providing responsible guidance
- operates as a resource center on student activities and school issues of interest to students.

Programs

National Leadership Training Centers
Five-day summer leadership training programs at three U.S. locations.

NASC/NASAA National Conference
More than 1,000 student leaders and advisers attend this student council meeting each year.

Domestic Student Exchange Program
One-week student exchange programs between U.S. schools.

School Exchange Service
An international student exchange program for senior high school students.

Resource Information Center
Information on developing a leadership class, student evaluation of teachers, student rights and responsibilities, and many other topics—available on members' request.

National Honor Society Scholarship Program
Awards $225,000 in scholarships to NHS members each year.

Publications

Student Advocate is the official monthly magazine of the NASSP Office of Student Activities and its affiliated organizations. The magazine highlights contemporary student concerns and features regular columns on student rights and responsibilities, Federal and other national youth programs, and student activities programs across the nation. Handbooks for student councils and Honor Society chapters and special publications on such topics as apathy, communication, public relations, and planning projects are published for members. A free publication list is available on request.

Special-Interest Programs

- 1975 Bicentennial Seniors Scholarship Program, sponsored by NASSP and funded by the Shell Oil Company
- Annual Hugh O'Brian Youth Foundation Seminars on national issues
- Project Friendship, linking U.S. students and Vietnamese refugees; initiated by the President's Advisory Commission on Refugees
- International Student Leadership Program, a shipboard classroom for student leaders